

**NEBRASKA**

# **Work Based Learning Manual**

## **PART X**

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### **TEACHER EXTERNSHIP GUIDE**



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## Part X - Teacher Externship Guide

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# Work Based Learning TEACHER EXTERNSHIP GUIDE

## Introduction

It is our belief that all students need to know about the world of work . As students gain insight into career options, they will be able to make intelligent decisions regarding their futures and how to make them a reality.

The following chart represents a K-12 succession of career awareness and exploration activities and experiences that allow students to learn about career options, skills and preparation requirements. This chart illustrates a sequence of opportunities that provides the basis for the Nebraska Work Based Learning (WBL) System. Students move from career awareness through to career application as they define their interests, refine their skills and develop their future plans.

Elements of the NEBRASKA WORK BASED LEARNING SYSTEM			
Connecting Activities			
<ul style="list-style-type: none"> <li>◆ Establish partnerships between business/industry/government and education</li> <li>◆ Master work based competencies to be learned via a combination of school site and work site learning.</li> <li>◆ Link educational programs with employer strategies to upgrade current work force</li> <li>◆ Integrate academic and career and technical education to connect school site and work site learning</li> <li>◆ Evaluate courses/programs to determine appropriateness and relevancy of content and methodology</li> <li>◆ Establish horizontal and vertical articulation between and among all levels of educational institutions</li> <li>◆ Improve and strengthen career guidance skills for all school personnel</li> <li>◆ Provide professional development for teachers, counselors, administrators, and mentors</li> <li>◆ Establish a procedure for monitoring effectiveness of the system</li> </ul>			
Career Awareness	Career Exploration	School Site Career Preparation	Work-Site Career Application
<ul style="list-style-type: none"> <li>◆ Career Fair/Career Day</li> <li>◆ Classroom Guest Speakers</li> <li>◆ Field Trips</li> </ul>	<ul style="list-style-type: none"> <li>◆ Career Guidance &amp; Counseling Services</li> <li>◆ Career Interviews</li> <li>◆ Job Shadowing</li> <li>◆ Research Paper/Project</li> </ul>	<ul style="list-style-type: none"> <li>◆ Applied Academics</li> <li>◆ Entrepreneurship Projects</li> <li>◆ School-Based Enterprises</li> <li>◆ Tech Prep Programs/ Articulation</li> <li>◆ Career and Technical Student Organization (CTSO) Projects/Competition</li> <li>◆ Career and Technical Programs</li> <li>◆ Workplace Readiness Courses</li> </ul>	<ul style="list-style-type: none"> <li>◆ Apprenticeships</li> <li>◆ Clinical Work Experience</li> <li>◆ Cooperative Education</li> <li>◆ Internship/Practicum</li> <li>◆ Mentorships</li> <li>◆ Part Time Work</li> <li>◆ Service Learning Projects</li> <li>◆ Supervised Ag Experience (SAE)</li> <li>◆ Work Experience Career Exploration Programs (WECEP)</li> </ul>

The Teacher Externships Program is built on the assumption that the teacher, as the guide for the students, must also be part of the continual career awareness and experience process.

This guide has been created for teachers and employees from companies and community based organizations who are interested in planning a teacher externship. Externships connect classroom teachers to the workplace and are critical to the development of a K-12 work based learning system. This guide contains a conceptual framework and outlines a step-by-step procedure for developing teacher externships. Three externship models and examples of products that connect workplace experiences to classroom teaching are provided.

### ***Why are we so concerned about connecting business and education?***

The educational and business communities are concerned that students will not have the skills needed for the successful completion of postsecondary education and the preparation needed to compete in a global economy. Many businesses have decided to improve this situation by getting involved with schools. Industry has joined forces with educators to introduce connecting valuable workplace skills and competencies into the curriculum. This connection will ultimately improve the quality of Nebraska Public School graduates entering the labor market.

In an effort to raise the skills levels of students to be in line with those expected in today's job market, it is critical for students to make the connections between what is learned in the classroom and skills required in the workplace. To accomplish this, new curricula and the infusion of a variety of innovative teaching strategies are needed. Externships are one way for teachers to explore those real world applications and apply them to their classroom curriculum and teaching methods.

## **A. EXTERNSHIP GOALS**

An externship is a process that allows teachers to complete a period of service in the workplace or community. This collaborative experience gives educators and business professionals a structured time to connect with one another and to develop materials in order to meet the education and employment needs of Nebraska students.

### **The Externship Experience**

- ◆ Increases awareness and knowledge of labor market trends including changing work competencies and attitudes.
- ◆ Gives a realistic perspective of today's workplace and the skills students will need to succeed.
- ◆ Provides an opportunity to gather information to aid in the design of curriculum.
- ◆ Offers teachers a rich professional development opportunity to enhance subject expertise and explore new teaching strategies.
- ◆ Increases awareness of career pathway potential in occupational areas.
- ◆ Gives business professionals and educators an opportunity to have a constructive dialogue.
- ◆ Enables businesses to actively support workforce development.

## **B. BENEFITS OF EXTERNSHIPS**

Business will have the opportunity to:

- ◆ Make a positive impact on classroom curriculum and instructional practices.
- ◆ Aid in preparing students with the skills they need to enter the work force.
- ◆ Gain a realistic perspective about teaching and learning in schools today.
- ◆ Develop personal connections with educators and students.

Teachers will have an opportunity to:

- ◆ Gain an understanding of the skills needed in today's workplace.
- ◆ Develop personal connections with business professionals.
- ◆ Increase knowledge of changing workplace competencies and attitudes.
- ◆ Obtain a better understanding of the post-secondary requirements students need.
- ◆ Examine new teaching strategies reflected in business organization structures (i.e. team approach, project management).

Students will have an opportunity to:

- ◆ Understand and experience how school learning relates to the work place.
- ◆ Learn how to be an effective team member.
- ◆ Identify the skills and competencies required in the workplace and in post-secondary education.
- ◆ Participate in an active learning environment.
- ◆ In some cases, actively participate in a work based experience.
- ◆ Experience a curriculum that employs real world applications.

## C. ELEMENTS OF SUCCESSFUL PROGRAMS

*How can I translate the experiences from the Externships to my everyday teaching and also meet my teaching requirements.?*

It is important that the Externships have meaning for the teacher and the business/community organization partner and provide information that will translate into activities that prepare students for the future. The Externships should also help the teacher meet their curriculum and personal goals.

The following are four basic elements for a successful and meaningful Externships experience.

- ◆ **Ownership:** Both the teacher and the partner must be invested in the development of a meaningful Externships and follow-up in the classroom.
- ◆ **Input:** By linking the Externships to curriculum and the *Competencies for Success in Career and School*, a framework will be created that will enable the teacher and the partner to understand that the work they are doing together will become part of what is taught in the classroom and will contribute to students' employability.
- ◆ **Reflection:** An Externships will present the teachers with new information which needs to be incorporated in both the content and process of teaching in the classroom. Time is required for understanding the connection between the skills taught in the classroom and the world outside. Partners also need to understand the school environment which may be new to them. Business and community-based organizations will need to consider what they have learned, by observing and asking questions, to understand the new content of a classroom.
- ◆ **Accountability:** The externship is a means to an end; that end is improved student learning and quality professional development for teachers. Teaching methods may change to reflect the way "business" is conducted in the world of work. We are all accountable for providing our youth with the knowledge and tools they need for the future.

## D. COMPETENCIES FOR SUCCESS IN CAREER AND SCHOOL

A Boston Work Based Learning Plan Committee, consisting of members from the Boston Private Industry Council (Boston teachers and local business representatives), identified eleven competencies and skills needed to succeed in the modern workplace as well as in higher education. These eleven competencies link academic and technical proficiencies that businesses and higher education institutions recognize students need to learn before they graduate from high school.

COMPETENCIES FOR SUCCESS IN CAREER AND SCHOOL
<ol style="list-style-type: none"><li>1. Communicate and Understand Ideas and Information</li><li>2. Collect Analyze and Organize Information</li><li>3. Identify and Solve Problems</li><li>4. Understand and Work within Complex Systems</li><li>5. Use Mathematical Ideas and Techniques</li><li>6. Use Technology</li><li>7. Initiate and Complete Entire Activities</li><li>8. Act Professionally</li><li>9. Interact with Others</li><li>10. Learn and Teach on an Ongoing Basis</li><li>11. Take Responsibility for Career and Life Choices</li></ol>

*Boston Work Based Learning Planning Committee*

## E. EXTERNSHIP MODELS

There are three common models for creating an Externships. The models vary in the amount of time a teacher spends in the business and the objective/expected outcome for the Externships. For example, if the desired outcome is the development of a new task list of career competencies for a career pathway, then a Long-Term Externships would be preferable. This model gives the teacher a sufficient amount of time to review in-depth the type of skills that students need in that particular career path. If a teacher wishes to plan a unit/project in a particular career field and needs ideas, a Job Shadow or Short-Term Externships of one to three days may be sufficient.

The following provides more extensive information about the three models.

### **Job Shadowing**

This model allows for an overview or broad understanding of the workings of a business.

### **Short-Term Externships**

The outcomes from this model usually focus on broad thematic projects rather than specific career pathways or business areas.

### **Long-Term Externships**

This model requires the teacher to spend a significant amount of time in the business in order to go beyond the purely observational phase.



## **Job Shadowing**

This model is appropriate for teachers who wish to investigate the broad aspects of an industry or business. The model allows for an overview or broad understanding of the workings of a business.

### **Purpose/Objectives of Model**

- ◆ Identify competencies, skills and educational requirements necessary for a specific job or industry.
- ◆ Learn about positions that are not immediately obvious within a business.
- ◆ Increase the awareness of the scope of the organization's mission and understand how business is conducted.
- ◆ Gain an awareness of all aspects of a particular industry.

### **Features of the Model**

- ◆ Teachers spend one day of observation at the business site.
- ◆ The experience is highly flexible.
- ◆ This model works well with any size company and community organization.
- ◆ The model is easy for companies and teachers to structure and coordinate because the observation is only for one day.

### **Expected Outcomes**

Teachers have an increased awareness of a business or a community based organization by observing the range of careers, educational requirements and all aspects of the business/community.

### **Examples**

- ◆ Teacher visits and observes a health care professional working in a hospital for a day.
- ◆ Teachers take a tour of Cablevision with a supervisor and discuss job positions and employment requirements.
- ◆ Teachers visit a variety of departments at a university with a representative from the Human Resources Department.
- ◆ Teacher visits a neighborhood organization and interviews employees about their responsibilities and the mission of the agency.
- ◆ Teacher visits a hotel and observes the hotel manager for one shift.

## **Short-Term Externships**

A short-term Externship provides teachers an opportunity to observe a business to obtain a greater understanding of competencies, skills and educational requirements. The outcomes from this model usually focus on broad thematic projects rather than specific career pathways or business areas.

### **Purpose/Objectives of Model**

- ◆ Identify competencies/skills and educational requirements necessary for a specific job/industry.
- ◆ Experience first-hand the culture of the business organization.
- ◆ Engage in an opportunity that can use a hands-on project that benefits both the business and the teacher.
- ◆ Tap the expertise of an industry professional to help connect workplace and classroom learning.
- ◆ Develop professional and collegial relationships outside the school.

### **Features of the Model**

- ◆ Requires two or three days at the Externship site.
- ◆ Emphasis is on project-based learning and community service.
- ◆ Works well with smaller organizations such as community-based agencies, human service providers and small neighborhood stores.

### **Expected Outcomes**

A classroom project is created using the information and contacts acquired through the Externship experience and a greater level of collaboration between the teacher and the business partner or community agency.

### Example Project

A middle school teacher visits a professional employed in a health related field at a hospital over the course of two days. The business partner shares the hospital's educational program and research about smoking with the teacher. The teacher brings back information from the Externship, to the classroom by having students complete a unit on anti-smoking which was developed in collaboration with the health professional at the hospital.

The students create an anti-smoking pamphlet to share with elementary students designed to educate the children about the health hazards of smoking. The students also take part in an art contest to design the best anti-smoking slogan. The winner's design is printed on T-shirts and posters. Each student receives a T-shirt and poster upon successful completion of the project.

### Long-Term Externships

This model is for teachers who wish to acquire knowledge of specific skills needed in one industry area or specific occupational field. It requires the teacher to spend a significant amount of time in the in order to go beyond the purely observational phase.

#### Purpose/Objectives of Model

Amount of time needs to be spent in a business in order to gain depth information about a career pathway and/or career and technical area to get a firm grasp of the business area to the extent that they translate observed business skills into curriculum and student products.

#### Features of the Model

- ◆ This Externship experience lasts from one week to one month. It is recommended that this Externship be completed on consecutive days, during a school vacation or during the summer.
- ◆ Teachers meet with the business partner prior to the experience to plan the outcome/product and at the end of the Externship for reflection and follow-up activities.
- ◆ Teachers meet for networking and support during the school year working as a team in the implementation of their outcome/product.
- ◆ Keeping a journal or using other forms of collecting information and contacts from the business is necessary for this model to be effective.

## F. SETTING UP EXTERNSHIP PROGRAMS

This section outlines a step-by-step process for structuring teacher externships. It is designed to help an individual in charge of coordinating an externship program or a teacher who wishes to participate in an externship experience for his./her own professional development. The final outcome for this process is the alignment of what is observed in the externship with classroom applications. School and work connections are found in the form of student products, real life application problems and teaching techniques that reflect the way business is accomplished through team interaction.

### Step One: Recruiting

Give yourself two months to implement the Externship.

- ◆ Identify potential **teacher externs**. To generate interest in teacher externships provide written material and host presentations by past teacher externs. Create a bulletin board at your school sharing information on externships by displaying sample products and photos. Use sign-up sheets to help identify teachers and their interest areas. Two teachers from different subject concentrations and/or academic and career pathways may want to join together when visiting a site. Matching up a pair or small team of teachers with a particular business externships host can be an effective model.
- ◆ Identify **business sources** for externships (industries, sites, school partners): Identify potential business areas needed by meeting with teachers to discuss their interest area. The teachers may have specific ideas concerning businesses they would like to visit. Target business and potential externships partnerships by using resources such as parents, advisory committees, local trade boards, the Private Industry Council, city departments and

community organizations. These people may be able to provide contacts within specific companies. They may be able to contact the company on your behalf.

Once potential companies or sites have been identified, schedule a meeting with the appropriate person in the company to discuss the possibility of a teacher Externships and the benefits it offers participants and students. The human resource and community relations departments of a company are logical contact points. When a contact at the business has been made, provide that business liaison with sign-up forms and information (literature, brochures, a guide) about the Externships experience.

### **Step Two: Matching Externs with Business Partners**

When the sign-up forms from the school and businesses have been returned, begin matching teachers and business people who have similar interests. Teachers and their business counterparts should be matched according to what their interests, objectives and availability are for the Externships experience. Companies will have different opportunities to extend to educators and schools will have different objectives for wanting to participate in an Externships. It is important to consider these factors during this phase.

- ◆ Consider your objectives in choosing an Externships model: There are several common models of teacher externships which vary in the amount of time a teacher spends in the work place and the objective for the visit. Externships can be completed during release time from the school day or during school vacations. The duration of an Externships experience can vary from one day to a month, or longer. The time period should be determined according to mutually agreed upon objectives and expected outcomes by both teachers and business partners.

The objective of a one-day experience, often referred to as a **Job Shadow**, is often to survey a workplace for career awareness information. Two-to three-day externships or **Short Externships** provide an opportunity to gather more specific workplace skills information which can be integrated into the classroom curriculum and career pathways. **Long Externships** are most effective when teachers spend one week to a month in a work place. This time period allows teachers to observe workplace skills and gain an understanding about the organizational culture, and collaborate with business professionals in developing curriculum for the classroom. (See Forms I and 2: *Teacher and Business Profile Forms*.)

### **Step Three: The Planning Session**

Setting up the Externships partnership is a collaborative process between the teacher and business. Once the teacher extern(s) and business have been paired, they should meet to discuss their plans and expectations for the Externships experience. There are a number of important areas, aside from the dates and location that need to be discussed. Give yourself enough time to meet your business partner and consider each other's objectives for the Externships. Be sure that all necessary approvals or endorsements of key people in the business and school have been affirmed when you schedule your actual externship. Regardless of what type of business hosts the externship or how long it lasts, there are three crucial elements that need to be present for an externship to be successful: structure, clear expectations and explicit communication about the logistics of the externship.

- ◆ **Clear Expectations.** (What results would you like to see from this experience?)  
An externship experience is most successful when teacher externs have considered what kind of product or outcome they would like to bring back to the classroom. Teachers should plan several possible ideas and approaches so that collecting information through observations will benefit your classroom instruction. If possible, teachers should do some research before the company visit. The business' annual report and web page are a couple of ways to gather information. They may provide the teacher with some ideas about how to best organize the externship. (See Form 3: *Teacher Externship Agreement*.)

Including the business partner in your outcome/product planning will aid in communicating clear expectations. (See Form 5: *Externship Planning Document*.)

- ◆ **Structure.** The business partner and teacher extern(s) should discuss the activities of the externship and what

structure the externship will have. *"During our first meeting, my business partner decided that I should rotate through three departments at his computer company so I would experience the variety of skills needed in his field."* As much as possible, the educator should "experience" the climate and be an active part of the company. The business partners should describe what their jobs entail and how the externs can participate in those functions. The school and business partners should write a job description for longer term externships. The job description will ensure that the teacher meets their objectives and that the business partner is comfortable with how the teacher will fit into the daily routine at the work site. Some teachers have been able to produce "products" such as brochures, curriculum for the business and/or offer their expertise in designing educational software.

- ◆ **Logistics.** The planning session should include an overview of details needed to ensure that teachers will be comfortable in the business' culture and have a basic understanding of company protocol. Security and communications procedures, dress codes, work hours, parking arrangements and lunch provisions are some recommended topics to cover. Travel directions to the business site and arrival details, such as which building entrance to use, are also important to include. The best scenario is to discuss all arrangements and the externship structure with the business partner on-site, prior to the start of the externship. Suggested questions to ask your partner before and during the externships are included in this guide. (See Form 6: *Questions To Ask Your Business Partner*)

Once the dates of the externship are decided, teachers should send a confirmation letter to their business partner specifying dates, time and location of the externship, along with any questions that may have occurred to them since the planning session. It is highly recommended that photos be taken during the externship. They can be used for publicity for the school and business, as well as for promoting externships and recruiting other teachers and companies (See Form 7: *Sample Confirmation Letter*)

#### **Step Four: The Days of the Externship**

While at the work site, externs may have the opportunity to experience some of these activities:

- ◆ Observe workers at the job site and record observations that connect with career competencies.
- ◆ Participate in the content matter and projects of the business partner.
- ◆ Identify technical skills and discuss recent trends in business/industry.
- ◆ Gain an overview of all aspects of the industry to assist students in career awareness.
- ◆ Gather information to assist in curriculum development/student product development.
- ◆ Share career experiences with business people.

Externship days will pass quickly with many new names, faces, ideas, concepts and experiences. Keeping a journal is one way to remember these busy days and can provide an excellent record for teachers to refer to when creating products. Observations in journals may be helpful to future teacher externs. (See Form 8: *Externship Journal Form.*)

Collecting business cards is an important way to keep track of the many business people you meet and also helps in establishing future contacts with other potential externship hosts or guest speakers for your school. Many educators also distribute their own business cards to foster good communication.

If possible, teachers should be encouraged to wear a name badge, preferably the company's ID badge, to help with introductions.

#### **Step 5: Post Externship**

If schools want to build a long term relationship, it's up to the school to keep the partnership alive. Remember, this may be the first time the company has worked with a school and they may need assistance from you. If there are problems or misunderstandings, do not let them slide. Discuss potential problems as they arise with your business partner.

- ◆ **Follow-up discussions with business partners:** At the end of the externship, it is crucial to meet with your business counterpart to formally discuss the externship experience. The best way to judge how effective an externship experience has been is by completing the *Reflective Evaluation Form*. These evaluation forms help

teachers to reflect on their observations and experiences and provide externship creators with insights into how to adjust the structure and process of the experience. (See Forms 10 and 11: *Teacher Reflective Evaluation Form* and *Partner Reflective Evaluation Form*.) This is an opportune time to brainstorm ways to incorporate the experience into curriculum and to include the business person in the classroom experience. This meeting helps to clarify what the teacher extern has observed, answer questions and initiate future plans that connect school to work. (See Forms 12 and 13: *Where Do We Go From Here?* and *Externship Next Steps*.)

It is important to keep the partnership alive throughout the school year. Here are some ways teachers can involve business partners in their classroom.

- ◆ Invite partner(s) to schools for special events, as well as to join in regular classroom activities.
- ◆ If the school has a newsletter, be sure to write about the externship experience and send a copy to the business partner.
- ◆ Call, write, or e-mail the partner(s) often to let them know what is happening in the classroom, especially when you do something relevant.
- ◆ Send samples of the students' work or anything that shows what is going on in the class. Photos help business partners share the school's news with supervisors and co-workers.
- ◆ Thank the business partner for volunteering to support students and education.
- ◆ Consult with business partners for ideas.
- ◆ Have the students write thank you letters to class speakers and/or become pen pals with professionals at the business through e-mail.

#### **Step 6: Outcomes/Products**

Focusing on an outcome/product before the visit aids in collecting the information you need to develop your outcome/product for your classroom. The teachers that developed these products used a form that assisted them in structuring and organizing thoughts and objectives prior to the Externships. A form has been included to help in this planning. (See Form 9: *Making the Curriculum Connection*.)

- ◆ Sharing the externship with fellow teachers: An essential part of making externships meaningful is to share externship observations, resulting products and teaching strategies with others. When teachers discuss their externships they provide a network of support to each other and offer brainstorming opportunities about ways to integrate work-site observations into classroom activities. It also helps program coordinators in charge of organizing teacher externships to revise and strengthen the externship process for the future.
- ◆ Sharing the externship with students: Teachers will want to share their observations from their externship experience with their students through classroom instruction and curriculum. Suggested ways to develop curriculum based on an externship experience:
  - ◆ Identify academic and career pathway skills that were observed at the work site and create a combined skills list or task list of competencies.
  - ◆ Design lesson plans/projects that will enhance the ability of students to connect work site skills to their school instruction.
  - ◆ Design lesson plans/projects that will enhance the ability of students to problem solve and work as a team.

Creating products in the form of lesson plans, curriculum outlines, and work based scenarios are excellent examples of outcomes that demonstrate the integration between school and the workplace. Instituting new teaching strategies in your classroom that reflect the way business conducts work is another outcome for externships.

## G. NEBRASKA SUCCESS STORIES

### MAKING TEACHER INTERNSHIPS WORK!

**Description.** Summer internships are sponsored by the Cooperation BEST School-to-Career Program. The goal of Cooperation BEST School-to-Career Internships is to help Papillion-LaVista teachers and counselors better understand the skills and abilities required in today's rapidly changing workplace. With this increased understanding, it is expected that relevant curriculum and teaching strategies will be developed, tested and implemented. This will result in improving the pre-employment and basic skills competencies of all Papillion-LaVista students.

Staff Responsibilities:

- Spring Metro Area Interns Teacher Internship Kick-off
- Orientation meeting with employer
- Seventy-five hours including 60 hours of internship, followed by 15 hours of curriculum writing time
- One-and-one-half hour fall sharing session/evaluation
- Complete mini job profiles which will be compiled along with the curriculum "product" and shared with all participants
- Staff development presentation to share experience

Benefits to Staff:

- Exposure to skills needed in the workplace 60 hours of internship paid at \$13.50/hr.
- Fifteen hours of curriculum writing time paid after receipt of "Curriculum Project" at \$13.50/hr.
- Internship can be used on Step 2 or 3 of the district evaluation process
- Five professional growth points are available

**Program Areas.** All Areas

**Grade Level.** K - 12 Teachers

**Contact.** Jean Brown, Papillion-LaVista Public Schools, 420 S. Washington, Papillion, NE 68046, (402) 537-6226.

### TEACHER JOB-SHADOWING EXPERIENCES

**Description.** The last few years, the Southeast Nebraska Tech Prep project has sponsored day-long shadowing experiences for high school teachers. Last summer teachers from a number of southeast Nebraska schools visited business and industry sites to observe and discuss the realities of the workplace. Participants represented Lincoln Public Schools, Raymond Central, Milford, Filley, Malcolm, Louisville, and Nemaha Valley schools. Businesses cooperating as hosts included, among others, Duncan Aviation, Bryan Memorial Hospital, Lincoln Telephone, Cushman, American Tool, and Square D.

The educators were asked to observe the work or tasks performed, analyze the skills and relate them to curricula that they or others teach in their school. All participants reported the experience as valuable. One shadower noted on the final report submitted to the consortium, "whenever a teacher can spend some time in the workplace, it is time well spent. There is no better way to determine if we are adequately preparing our students for the workforce than with firsthand observation."

Other messages that participants thought worth sharing with other teachers were the following:

- Students need to learn to communicate and develop team skills.
- Teachers need to stress computers and technology use in the classroom to a greater extent.
- More problem solving and interpersonal skills need to be incorporated in the curriculum.
- Teachers need to continue teaching in cooperative learning situations with team emphasis.

Businesses across the area are generally enthusiastic about hosting educators. Approximately 20 business/industry sites will be involved during 1996 with opportunities for an estimated 80 teachers.

**Program Areas.** All Areas

**Grade Level.** K - 12 Teachers

**Contact.** Tech Prep Coordinator, Southeast Community College, RR 2 Box 25A, Beatrice, NE 68310, (402) 228-3468.

## H. SAMPLE FORMS FOR EXTERNSHIIPS

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**Teacher Externship  
TEACHER PROFILE**

Name \_\_\_\_\_

Professional Address \_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

E-mail address \_\_\_\_\_

The best time to reach me is \_\_\_\_\_

My School \_\_\_\_\_

Subjects I Teach \_\_\_\_\_

Grades I Teach \_\_\_\_\_

THESE ARE SOME PROJECTS I AM CURRENTLY DEVELOPING

- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_

CURRICULUM PROJECTS/MATERIALS I HOPE TO DEVELOP AS A RESULT OF THIS JOB SHADOW/EXTERNSHIPS.

- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_

Thank you for your participation



**Teacher Externship  
BUSINESS PROFESSIONAL PROFILE**

Name \_\_\_\_\_

Professional Address \_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

E-mail Address \_\_\_\_\_

The best time to reach me is \_\_\_\_\_

I work at \_\_\_\_\_

My title is \_\_\_\_\_

My job description is \_\_\_\_\_

THESE ARE SOME OF THE PROJECTS I AM CURRENTLY DEVELOPING:

- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_
- ◆ \_\_\_\_\_

DIRECTIONS TO MY WORKPLACE:

(Please list directions by public transportation, cross street, landmarks, etc)

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Thank you for providing the above information.

**Teacher Externship  
INDUSTRY AGREEMENT**

Teacher's Name \_\_\_\_\_

School \_\_\_\_\_

School Address \_\_\_\_\_

School Telephone \_\_\_\_\_ Fax \_\_\_\_\_

Grade \_\_\_\_\_ Subject Area \_\_\_\_\_ Home Phone \_\_\_\_\_

Site Name \_\_\_\_\_

Site Address \_\_\_\_\_

Site Contact \_\_\_\_\_

Title \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_

Externships Duration:

Day/Weeks \_\_\_\_\_ Start Date \_\_\_\_\_ End Date \_\_\_\_\_

PURPOSE OF EXTERNSHIPS (Goals)

EXTERNSHIPS JOB DESCRIPTION OR DESCRIPTION OF ACTIVITY:

SCHEDULE OF EXTERNSHIPS ACTIVITIES:

HOW WILL YOU EVALUATE THE SUCCESS OF THE EXTERNSHIPS?

Teacher's Signature \_\_\_\_\_

Company Contact's Signature \_\_\_\_\_

**Teacher Externship  
CHECK LIST**

**THINGS TO THINK ABOUT BEFORE GOING ON THE EXTERNSHIP**

What day will the Externships begin? \_\_\_\_\_ End? \_\_\_\_\_

What is the expected arrival time? \_\_\_\_\_ Departure Time? \_\_\_\_\_

Where should the teacher report the first day? \_\_\_\_\_

Office Location? \_\_\_\_\_

Directions to the Externships site (MBTA accessible?) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where should the teacher park? \_\_\_\_\_

\_\_\_\_\_

What is the process for entering the company building? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How should the teacher dress? \_\_\_\_\_

Bring? (Lunch, notebook, example teacher plans) \_\_\_\_\_

\_\_\_\_\_

**Teacher Externship  
PLANNING DOCUMENT**

EXTERNSHIPS OBJECTIVES:

PLANNED ACTIVITIES:

CURRICULUM DEVELOPMENT/PRODUCT PROPOSAL:

PROPOSED MEANS OF EVALUATING THE SUCCESS OF THE EXTERNSHIPS SUCCESS:

MATERIAL NEEDS AND RESOURCES:

Form 6

**Teacher Externship**

## QUESTIONS TO ASK YOUR BUSINESS PARTNER

- ◆ What is the main purpose of the organization?
- ◆ What does this department do within the organization?
- ◆ What are your responsibilities?
- ◆ What is a typical work day for you?
- ◆ What other people do you work most closely with?
- ◆ How are computers utilized in this job?
- ◆ What other new technologies are used in this department?
- ◆ How has technology affected your role?
- ◆ What type of education or training is required for your position?
- ◆ What type of education or training have you had?
- ◆ What new skills have you had to learn since you started working?
- ◆ How did you decide on this career?
- ◆ Will there be many jobs like yours in the future? How might this job change in 5 years? 10 years?
- ◆ What should I be teaching in my classroom to prepare students for employment in your company?
- ◆ What do you like most about your position?
- ◆ What do you like least about your position?

**Teacher Externship**  
**SAMPLE LETTER CONFIRMING EXTERNSHIP**

\_\_\_\_\_ **Public Schools**  
**Address/City/State/Zip**

Date

Business Contact  
Business Name  
Street Address  
City/State/Zip

Dear Mr. Smith:

I am delighted that you have agreed to participate in the Work Based Learning Teacher Externships Program.

We discussed, two teachers from \_\_\_\_\_ High School will begin their externships on Monday, \_\_\_\_\_ 200\_\_, and complete their Externships on Friday, \_\_\_\_\_. Their work day will begin at 9:00 a.m. and conclude at approximately 4:00 p.m.

Mr. \_\_\_\_\_ and Ms. \_\_\_\_\_ are looking forward to meeting you and your associates on Monday. The schedule that your company has arranged for the teachers includes meeting Ms. \_\_\_\_\_ and Mr. \_\_\_\_\_ the first day at your company's entrance, issuing a name badge and introducing each teacher to their business associate. We appreciate your willingness to hold follow-up meetings on the first day and last day at your office.

Again, thank you for your support and commitment to the Teacher Externships Program in. This experience will help to ensure that our students are competitive in the workforce of today and tomorrow.

If you have questions or concerns during this Externships, please call me at my office at 402-444-2222.

Sincerely yours,

Name of Coordinator  
Externships Coordinator

**Teacher Externship  
EXTERNSHIP JOURNAL**

Company \_\_\_\_\_

Day \_\_\_\_\_ Time \_\_\_\_\_

Department Name \_\_\_\_\_

Contact Name \_\_\_\_\_

Title \_\_\_\_\_

Telephone \_\_\_\_\_

DAILY ACTIVITIES: (List)

COMMENTS CONCERNING THE ACTIVITIES YOU OBSERVED:

QUESTIONS TO ASK BUSINESS PARTNER:

OBSERVATIONS LINKING SCHOOL-TO-CAREERS:

NOTES AND OTHER COMMENTS:

Form 9

## Teacher Externship

### MAKING THE CURRICULUM CONNECTION

This form can be used during the Externships by the teacher to help organize observations.

<b>Learning Standards</b>	<b>School-to-Career Competencies</b>	<b>Externship Observation</b>	<b>Changes/Enhancements to Classroom Teaching</b>
Please identify which standards you are going to focus on.	Please choose competencies you will focus on for your Externships.	What skills/standards do you observe in the workplace?	What content or methodology changes are a result of your Externships observations?
	Communicate and Understand Ideas and Information		
	Collect, Analyze, and Organize Information		
	Identify and Solve Problems		
	Understand and Work within Complex Systems		
	Use Mathematical Ideas and Techniques		
	Use Technology		
	Initiate and Complete Entire Activities		
	Act Professionally		
	Interact With Others		
	Learn and Teach on an Ongoing basis		
	Take Responsibility for Career and Life Choices		



**Teacher Extern  
REFLECTIVE EVALUATION OF EXTERNSHIP**

Name \_\_\_\_\_

School \_\_\_\_\_

Business Partner \_\_\_\_\_

Length of Externships Experience \_\_\_\_\_

1. What was the most important thing you learned from this experience?
  
  
  
  
  
  
  
  
  
  
2. What did you observe during this experience?
  
  
  
  
  
  
  
  
  
  
3. Has this experience resulted in a change in your teaching and classroom management?
  
  
  
  
  
  
  
  
  
  
4. How has this experience benefited your students?
  
  
  
  
  
  
  
  
  
  
5. Did you achieve your goals for the Externships? (Refer back to the Externships Agreement)
  
  
  
  
  
  
  
  
  
  
6. What advice would you give others participating in future externships?

**Business/Industry Partner  
REFLECTIVE EVALUATION OF EXTERNSHIP PROGRAM**

Company \_\_\_\_\_

Address \_\_\_\_\_

Employer \_\_\_\_\_

Title \_\_\_\_\_

1. Please describe your experience hosting a Teacher Extern.

2. Would you recommend the program to other organizations?

3. What documents and suggestions do you have that would improve the Externships program?

## Teacher Externship WHERE DO WE GO FROM HERE?

Communication is key to the continuation of the partnership you have begun during the Externships experience. The answers to the following questions will help ensure that the next phase will happen by planning how you will communicate with your business partner when you return to your students.

1. What will your main form of communication be during the school year:  
 Evening phone calls from home?  
 E-mail?  
 Phone appointments in the late afternoon?  
 Regular visits to the classroom or business?
  
2. Share whatever information you need to make that possible  
 Set up as many dates and times as are possible now.
  
3. When will the Externships partners come to the classrooms?  
 What will they do when they visit: Observe? Do a Demonstration?  
 Read a book?  
 Participate in regular activities?
  
4. How comfortable is the business partner with the classroom situation?  
 Does he/she need instructions or support to become better prepared and more comfortable?  
 What can the teacher(s) provide to help?
  
5. Will teachers and/or students visit the business site during the school year?  
 When?  
 What will you do there?

## NEXT STEPS

Academic Year 200\_\_ to 200\_\_

Teacher(s) \_\_\_\_\_

Partner \_\_\_\_\_

Task 1	Person(s) Responsible	Timeline											
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug

Task 2	Person(s) Responsible	Timeline											
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug

Task 3	Person(s) Responsible	Timeline											
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug

Task 4	Person(s) Responsible	Timeline											
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug

Task 5	Person(s) Responsible	Timeline											
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug